### Spring, 2017 Depth Courses

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| Psychology 501/581 (Honors) -- lec. 1                                  |               | **Hormones, Brain, and Behavior (SIC)**  
This course is an introduction to the effects of hormones (endo) on brain (neuro) and behavior in nonhuman and human models. We will discuss topics related to how hormones and the environment interact to influence brain development and ultimately behavior. Additional topics include neuroendocrine control of female and male sexual behavior, epigenetics, sexual orientation, juvenile play behavior, eating disorders, parental behavior, affiliative (pair bonding) and aggressive behavior, communication (bird song), and stress. Overall, this course will emphasize how hormones act in the brain to influence both juvenile and adult social behavior.  
*Pre-Reqs:* Completion of the Psych Bio requirement: Zoo 101/102 OR Zoo 151 OR BIOCORE |
| Psychology 501/581 (Honors) -- lec. 2                                  |               | **Cognition in Health and Society (SIC)**  
This course covers how topics from cognitive psychology shed light on current issues in health and society. Topics include attention, memory, categorization, reasoning, decision making and problem solving. Issues include distracted driving, traumatic brain injuries, anxiety, dementia, eyewitness testimony, stereotype, and individual differences (e.g., autism spectrum disorders and expertise). It will focus on how experimental results and formal theories from each topic can be applied to understand current issues better and improve people’s lives.  
*Pre-Reqs:* Intro Psych 201, 202, or 281 and any Psychology Breadth level course |
| Psychology 503/583 (Honors)                                           | Professor Kristin Shutts | **Social Development (SIC)**  
This course explores how infants and children perceive, think about, and interact with the social world. For example: When and how do children come to appreciate the contents of others’ minds? How do early social relationships influence later ones? What are the origins of prejudice and stereotyping? Why do some children act aggressively toward others, and what policies reduce bullying behaviors in school? How do peers and parents contribute to personality development? We will consider these questions and others with an eye toward understanding the mechanisms that underlie various aspects of children’s social development.  
We will meet as a large group two times a week for lectures, and break into smaller groups once a week for discussion sections. The goal of lectures is to teach you about questions, theories, and empirical findings in the field of social development. The aim of discussion sections is to provide you with an opportunity to talk about the lecture material, engage with primary sources, and debate “hot topics” in social development.  
*Pre-Reqs:* Intro Psych 201, 202, or 281 and one of the following courses: Psych 414, Psych 449, Psych 450, Psych 528, Psych 530, Psych 560. |
Psychology 508, Lect 1/581, Lect 3 (Honors)
Human Emotions: From Biology to Culture (SIC)
Professor Paula Niedenthal

In this class we will learn about and actively discuss the science of human emotions. Our levels of analysis will span the biological (e.g., neuroanatomical and neuroendocrine processes) through the social, developmental and cognitive, to the cultural (e.g., cultural similarities and differences in everything from recognizing facial expressions to the regulation of emotional feelings and behaviors). Despite the fact that the focus is on human emotion, we will also explore the evolutionary roots of some of the emotion phenomena in non-human primates. The general learning goals of the class are to appreciate the main questions and debates that are present in the psychological literature on emotion, and to understand the nuts and bolts of how research on emotion is conducted. In discussion sections, specific research examples will be explored and critiqued.

Prerequisites: Psych 201 or 202 or 281; AND must have completed Psych 350 OR 507 OR 522 OR 528 OR 530 OR 560

Criminal Mind; Forensics and Psychobiology Perspectives (SIC)
Professors Patricia Coffey

Criminal behavior is an extremely common and costly problem for society. The problem reflects diverse origins ranging from constitutional factors, such as psychopathy, to social factors, such as the consequences of living in impoverished neighborhoods. The problem also presents diverse challenges, including the assessment of culpability and the treatment/prevention of criminal behavior. Using a mix of lectures and experiential exercises, this course will cover a range of theoretical, empirical, and applied material and provide a foundation for conceptualizing key issues related to the criminal mind and behavior.

This course will involve a collaborative co-teaching approach. Dr. Newman is actively engaged in significant scientific research in the field and Dr. Coffey is working as a forensic psychologist engaged in the practical applications of psychological science in the criminal justice system. This collaboration will provide students with a strong scientific understanding of the field as well as an understanding of the practical implications of this scientific knowledge. It is our goal for students to complete this course with an in-depth understanding of criminal psychology and the relevant forensic and psychobiological processes in this field. In order to accomplish this goal, we will meet as a large group two times a week for lectures and also provide weekly discussion section meetings. The aim of the discussion sections is to allow for more individual discussion of the lecture material and primary source readings, hands-on experience with assessment materials, and opportunities to debate some of the key issues faced by clinical psychologists, forensic psychologists, and legal scholars.

Pre-Reqs: One of the following courses, Psych 507, Psych 509, Psych 511, Psych 512, or Psych/Soc 530
Google the question, “How is the Internet changing the way we think?,” and you will find no shortage of opinions – or fears. In this course, students will examine empirical evidence for whether the Internet is changing the way we think, communicate, socialize, play, and learn. The course will enroll 96 students, divided into eight learning sections of 12. Students will be expected to read and synthesize original research literature, which will be augmented with readings and videos from the popular press (Wired magazine, Edge, TED talks). Assessment will be based on the quality and timeliness of completing multiple assignments per week, including interactive discussions (conducted asynchronously, through a discussion board, and synchronously, through text-based chat). Therefore, students will be expected to engage with the course multiple times per week. At the end of the course, each student will produce a term project, which can be a research-based essay. There will be no textbooks to buy or timed exams to take. IMPORTANT NOTE: This is a completely online course; STUDENTS ARE REQUIRED TO HAVE DAILY ACCESS TO HIGH-SPEED INTERNET and MUST READ http://go.wisc.edu/kuehca PRIOR to registering for the course.

_Pre-Reqs:_ Psych 201, 202, 281 or equiv; and any Psychology Breadth level course